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ABSTRACT

Results of a survey of educational services provided by 145 public radio stations throughout the United States (78.4% response rate) are presented in this report. Following a description of the background of the survey and a summary of the findings, detailed findings are reported in tabular and narrative form for 26 items pertaining to such areas as educational radio staffs of the stations, kindergarten through twelfth grade and post-secondary services provided, availability of curriculum materials, coordination with television, and audience interaction. A discussion of the findings and recommendations for future studies conclude the report. Among the major findings reported are that only 63 of the respondents (43.5%) provide educational serivces, that only 20 of these (14% of the total) provide services for kindergarten through twelfth grade, that only four of these 20 stations have full-time educational staff members, and that 54 of the stations (37% of the total) provide post-secondary services, with the greatest emphasis on informal adult education. The report includes a copy of the survey instrument that was used, and a summary of public radio educational activities by state and licensee. (GW)

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AN INITIAL STUDY OF PUBLIC RADIO'S EDUCATIONAL SERVICES 1975-1976

Office of Educational Activities
Corporation for Public Broadcasting
Washington, D.C.

August 1978

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Preface

This report is the first national study of public radio's involvement in educational services. Hundreds of public broadcasters and educators have participated in the development of this project. Their contributions have been invaluable. The success of this project belongs to them.

The results of this initial survey have great value beyond its statistical significance. In addition to the documentation of numbers and patterns of educational services provided by public radio, this report serves as a benchmark against which future developments may be compared. The survey also raises some questions and inferences which deserve further exploration.

The need to collect and synthesize information about educational services provided by public radio was articulated by Douglas Bodwell and Mary Sceiford of CPB's Office of Educational Activities. From its inception, it has been their intention to report the survey results in a way that would be useful to public broadcasters, educators and to those interested in the development of that alliance. Additional support was provided by

the CPB Offices of Radio Activities, Communication Research and Management Information Systems. Substantial contributions also were made by the staff at National Public Radio and by Donald Holloway, former project manager of NPR's planning study which developed recommendations for that organization's involvement in educational services.

The project has been ably assisted during its various stages by the following permanent and temporary staff members of the Office of Educational Activities: Lucia Biederman, Margy Collum, Carol Comisky, Dee Finkbiner, Jennifer King, Katherine Owesney and Sheila Porter. Their persistence and attention to detail contributed significantly to the high quality of the data which forms the basis for this report.

Peter J. Dirr
Howard Spergel
Washington, D.C.
May 1978

I. INTRODUCTION

A. Purpose

This report presents the results of the first comprehensive, national survey of educational services provided by public radio. Based upon data collected from July 1, 1975 through June 30, 1976, it attempted to describe and analyze the services provided by public radio stations to elementary, secondary and post secondary schools throughout the country.

The data contained in this report were gathered through a questionnaire which was sent to all 185 public radio stations along with the CPB Annual Financial Report in November 1976.

This study is intended to enable the management of public radio stations and school administrators to examine educational services provided in local broadcast areas. It is also intended to assist other national agencies involved in public radio. It is expected that the data gathered through this study will provide a baseline against which to measure changes which may occur in educational radio services.

This public radio study is the second phase of a long-range plan to document and report the educational services provided by all public broadcasters. The project began in April, 1976, when the CPB Office of Educational Activities published the results of its first survey among public television licensees to determine the educational services provided by public television. (See An Initial Study of Instructional Television (ITV) Services in the United States .) That survey has been re-administered and is being released as A Study of Public Television's Educational Services, 1975-76 .

The early ITV study produced helpful suggestions from public television licensees for improving the survey instrument. Those suggestions were incorporated in the 1976 ITV survey and in this initial study of educational radio services.

B. Methodologies

In November of 1976, each of the 185 public radio stations in the 50 states, Washington, D.C., and U.S. Territories was sent a questionnaire concerning its educational radio services.

The questionnaires were followed after several weeks by mailed reminders and later by telephone calls. Usable responses were received from 145 (78.4%) of the stations.

C. Limitations

Although the survey instrument was improved from previous experience with the instructional television study, public radio stations were frequently unable to provide much of the information requested. This deficiency seems to result from small staffs and a lack of systematic attention to educational services.

In addition, the rate of response to the radio survey was much lower than the rate of response to the instructional television survey, 78.4% for radio as compared with 98.7% of television licensees. The lower response from radio stations is particularly significant because the radio questionnaires were mailed along with the CPB Financial Survey, a document that licensees were required to complete and return. The lower rate of response from public radio stations thereby prevented generalization of the survey findings. However, other existing information from the CPB Financial Survey indicates that few of the stations which did not respond provide educational services.

It should also be noted that the public radio survey instrument may partly account for the fact that a relatively larger percentage of licensees reported offering post-secondary services rather than K-12 services.

At the elementary and secondary school level, educational services were defined to include the broadcast of educational programs and the provision of support services for elementary and secondary schools.

At the post secondary level, educational services were broadly defined to include post secondary courses, adult education and professional in-service courses.

D. Data Analysis

In the following sections of this report, the data are presented in raw form or number (N) and in percentages. The Statistical Package for the Social Sciences (SPSS) was used for all data analysis.

II. SUMMARY OF FINDINGS

For the convenience of the reader, the major findings of the public radio survey are summarized in this section of the report. The findings are presented in detail in the next chapter.

One major finding of the study shows that the process for examining the educational services provided by public radio stations works as well as it does for television licensees.

Among other important findings:

*Less than half of the responding public radio stations provide educational services (63 of the 145 respondents--43.5%). This number was too small to permit conclusions based upon traditional tests for statistical significance.

*Of the 63 stations providing educational services, 20 or 31.7% provide K-12 services. Public radio has a larger involvement in post secondary services which were provided by 54 of the 63 stations (85.7%).

*Staff support appears to be lacking for public radio's educational activities. Only 4 of the 20 stations which provide K-12 services (20%) have full-time educational staffs. At least 13 of 20 stations have part-time educational staffs averaging 4 persons per station. Four of 20 stations (20%) also reported that persons paid by related agencies provide educational services for them.

K-12 Services

Utilization support is provided by 13 of the 20 respondents (65%) which serve K-12 audiences. These services help classroom teachers to make more effective use of the educational programming broadcast by those public radio stations. Almost all of the stations (18 of 20--90%) providing K-12 educational services make available curriculum materials to accompany their services. These materials are mostly in print and directed to teachers rather than students.

Technical support for classrooms assures proper reception of educational radio and assists teachers by keeping receivers in working condition. Four of the 20 stations (20%) providing K-12 educational programming also offer technical maintenance services for schools. Twelve of the 20 stations (60%) provide technical consultation services but do not usually perform maintenance services.

Sixteen of 19 stations (85%) which broadcast educational series for K-12 audiences produce educational series as well.

It is important to note that licensees providing K-12 services rely primarily upon mainchannel broadcasting for both elementary and secondary programming.

Most of the stations cited specific examples of ways in which they are attempting to increase awareness of their educational services among teachers, administrators, parents, community organizations and other special groups.

Few stations were able to indicate the number of students in elementary and secondary schools using their educational services. In addition, there appeared to be no clear pattern of contractual relationships among stations and schools for providing K-12 services. Some stations provide those services under formal agreements. Others had informal agreements while some stations provided services with no agreements at all.

Post secondary Services

Most of the 54 stations providing post secondary services broadcast informal courses rather than formal courses requiring some form of registration and affiliation with educational institutions. In-service professional courses appeared to receive the least amount of air time.

Almost all of the respondents (112 of 145 stations--89%) indicated that they would use national programming if it became available in the future. The priority for such programming would be for post secondary courses, rather than K-12 series, to

be used primarily for mainchannel distribution.

III. THE FINDINGS

More than 250 items were examined in this study. Most of the analyses presented in this section presume that educational services are offered. Therefore, it should be noted that most of the analyses involve 63 of the 145 survey respondents (43.5%) which offer some educational services.

The remaining 82 stations (56.5%) that do not offer educational services will be included in the first three demographic tables and those which deal with future services. Reference to those stations will be dropped from all other analyses. In each case, the table will specify which portion of the responding group is being examined.

1. Type of Licensee

   Each public radio station is identified by its license holder as one of four types: university, community, local authority, state authority. The distribution of the 145 respondents among the four categories does not vary substantially from the distribution of the total universe of 185 stations as shown in Table 1.

Table 1
Response by Station Type

	This Sample		All CPB-Qualified Radio Stations	
	N	%	N	%
University	99	68.3	118	63.8
Community	22	15.2	36	19.4
Local Authority	19	13.1	24	13.0
State Authority	5	3.4	7	3.8
Total	145	100.0	185	100.0

When compared with the distribution of the 63 stations offering educational services (Table IA), it is seen that proportionately fewer community stations offer educational services than any other type of station.

Table 1A
Types of Stations by Providing Educational Services

	All CPB-Qualified Radio Stations		Provide Educational Services		
	N	%	N	%	Row %
1. Community	36	19.4	5	7.9	13.9
2. University	118	63.8	42	66.7	35.6
3. Local Authority	24	13.0	14	22.2	58.3
4. State Authority	7	3.8	2	3.1	28.6
Total	185	100.0	63	100.0	

2. Geographic Region

Each public radio station is considered to be in one of four geographic regions in the United States and its Territories: Central, East, South, West. The geographic distribution of the respondents closely parallels the geographic distribution of all CPB-qualified radio stations as shown in Table 2.

Table 2
Stations by Region

	This Study		All CPB-Qualified Radio Stations	
	N	%	N	%
Central	59	40.7	74	40.0
East	18	12.4	28	15.1
South	32	22.1	42	22.7
West	36	24.8	41	22.2
Total	145	100.0	185	100.0

3. Budget Size

The stations are divided into five budget categories as shown in Table 3.

Table 3
Stations by Budget Size

	This Study			All CPB Qualified Radio Stations		
	N	Relative %	Adjusted %	N	Relative %	Adjusted %
Less than $50,000	5	3.5	3.7	6	3.2	3.6
$50,000 - $100,000	30	20.7	22.2	37	20.0	22.2
$101,000 - $200,000	62	42.8	45.9	77	41.6	46.1
$201,000 - $300,000	21	14.5	15.6	23	12.4	13.8
More than $300,000	17	11.7	12.6	24	13.0	14.4
Not Known	10	6.9	Missing	18	9.7	Missing
Total	145	100.0	100.0	185	100.0	100.0

Note on Reading Adjusted Percentages: Some respondents failed to answer every question. Where possible, missing information was obtained by telephone. In some instances, even though information was unavailable, it is important to show it as missing (by including it in the column called "Percentage" and then ignoring it), examining only the responses which provided useful information. Only usable responses are computed in the column called "Adjusted Percentage." In the table on the preceding page, since ten licensees failed to respond to the question, the effect of the adjustment is minimal. In other tables where the non-response rate is higher, the effect of the adjustment might be more dramatic.

The distribution of the respondents closely parallels the distribution for all CPB-qualified radio stations. When compared with the distribution of stations providing educational services (Table 3A), it is seen that proportionately more large budget stations offer educational services than do stations with smaller budgets.

Table 3A
Budget Size of Stations by
Providing Educational Services

	All CPB-Qualified Radio Stations		Provide Educational Services		Row %
	N	%	N	%	
Less than $ 50,000	6	3.2	3	4.8	50.0
$50,000 - $100,000	37	20.0	7	11.1	18.9
$101,000 - $200,000	77	41.6	30	47.6	39.0
$201,000 - $300,000	23	12.4	12	19.1	52.2
More than $300,000	24	13.0	11	17.5	45.8
Not Known	18	9.7	-	-	-
Total	185	100.0	63	100.0	

4. K-12 Educational Radio Services

Twenty stations (13.8% of the 145 respondents and 31.7% of all 63 which provide any educational services) indicated that they provide K-12 services (identified as a minumum of broadcasting some K-12 radio programs).

Table 4
Provide K-12 Educational Services

	N	%
K-12 Services	20	31.8
No K-12 Services	43	68.3
Total	63	100.0

Since some of the further analyses presumed the provision of K-12 services, respondents which indicated they did not provide such services were dropped from some of the tables which follow. The result is a base of 20 instead of 63 in some cases. Those cases are clearly identified in the tables and consist of public radio stations which responded to this survey and which provide a K-12 instructional service.

5. Educational Radio Staff

Only 4 (20%)of the 20 respondents which provide K-12 educational radio services have full-time instructional persons on their payroll. All four provide K-12 services. In addition, 62% (13) of the stations indicated that they have part-time instructional persons on their staff.

The average number of instructional radio staff persons at the 20 stations providing K-12 services is shown in Table 5.

Table 5
Educational Services Staffing

	N Reporting	% of Total*	Agv. No. of Pers. Reported
Utilization Services	13	65.0	2.82
Technical Maintenance Services	6	30.0	1.37
Technical Consultation Services	12	60.0	0.70

*Based on 20 stations which provide K-12 services.

In addition, four stations (20%) offered K-12 services reported that persons on the payrolls of related agencies (for example, the State Education Department) provided educational services for them. This arrangement averaged five persons per related agency for the four stations.

6. Utilization Services

Of the 20 respondents which provide K-12 services, 13 (65%) provide one or more utilization service. Ten stations (50%) offer workshops. Other major services include (in rank order) conferences, utilization broadcasts and school visits.

Table 6
Utilization Services

	N	%*
Workshops	10	50.0
Consultation/Conferences	7	35.0
Utilization Broadcasts	2	10.0
School Visits	1	5.0

*Based on 20 stations which provide K-12 services.

7. Technical Services

Four of the 20 stations (20%) providing K-12 services also provide technical maintenance for schools. Twelve of these stations (60%) report that they provide technical consultation services. None of the 20 stations providing K-12 services reports having a full-time staff person providing either full-time technical maintenance or consultation services.

8. Use of Volunteers for Educational Radio

Seven (35%) of the 20 stations which provide K-12 services indicate that volunteers play some role in providing educational services. The extent of volunteer services is not clear, however. In general, volunteers are reportedly used in the areas of administration, research, utilization, promotion and clerical support.

Table 8
Use of Volunteers

Use of Volunteers	N	%*
Yes	7	35.0
No	13	65.0
Total	20	100.0

*Based on 20 stations which provide K-12 services.

9. Production of Educational Radio Programs

No attempt was made to gather extensive information about the production of educational series. However, one question was asked about the number and nature of educational radio series and programs which were produced during the 1975-76 school year.

Responses to the question indicated that 16 of the 20 stations (80%) produced 61 series for a total of 1,798 programs. It is interesting to note that four of the 16 stations produced 36 (59%) of the 61 series. The four stations are: KUOM-AM, Minneapolis,MN; WFDD-FM, Winston-Salem, NC; KPBS-AM, Portland, OR; WERN-FM, Madison, WI.

The average length for educational programs was 15 minutes each. Half of the programs were available for distribution (25% from the licensee and 25% from other distributors). Approximately 40% of the productions were intended for elementary school audiences, 15% for secondary school audiences and 45% for multiple grade levels. The programs were broadly divided among a variety of subject areas including the arts, social studies and English as reflected in Table 9.

Table 9
Subject Areas of Educational Radio Production

	N of Stations*	%**
English	3	15.0
Social Studies	4	20.0
Math	2	10.0
Science	1	5.0
The Arts	5	25.0
Language	2	10.0
Career Education	2	10.0

*Number of stations producing one or more educational series in that subject area.

**Based on 20 stations which provide K-12 services.

Five of the eight stations (62.5%) which make their programming available for wider distribution indicated that another agency controls the distribution. Examples of such agencies include: the local public school district (2 stations), the university's educational media department, and another station.

10. Broadcast of K-12 Educational Programs

Most of the 20 stations providing K-12 services broadcast programs for grades K-12. For example, 15 of the 20 stations (75%) reported that the lowest grade level served was kindergarten. Eleven stations (55%) reported that the highest grade served was 12.

Sixteen of the 20 stations (80%) use mainchannel broadcasts for elementary programs. Nine stations reported mainchannel broadcasts for secondary programs. However, the number of elementary hours broadcast each week exceeded the number of secondary hours by more than 4 to 1. No stations reported subchannel broadcasts for either elementary or secondary programs. One uses tape-cassette distribution of elementary programs. None reported tape-cassette distribution of

secondary programs. One station uses cable to distribute elementary programming. None reported the use of cable for secondary programming.

Table 10
Broadcast of K-12 Educational Programs

	Elementary			Secondary		
	N	%*	Avg. Hrs/Wk	N	%*	Avg. Hrs/Wk
Mainchannel	16	80	13.44	9	45	3.09
Subchannel	0	-	-	0	-	-
Tape/Cassette	1	5	1.00	0	-	-
Cable	1	5	2.50	0	-	-
Other	1	5	2.00	1	5	4.00

*Based on 20 stations which provide K-12 services.

11. Availability of Curriculum Materials

Nineteen of the 20 stations (95%) which provide K-12 services make available curriculum materials for the classroom for the series they broadcast. The curriculum materials are either provided without charge or distributed as part of the station's service to the schools they serve.

Table 11
Availability of Curriculum Materials

	From Station		From Other Agency	
	N	%*	N	%*
For Students	3	15.0	4	20.0
For Teachers	11	55.0	7	35.0
Print Materials	11	55.0	5	25.0
Non-print Materials	1	5.0	1	5.0
Combined Print/Non-Print	0	-	1	5.0
Part of Service Fee	2	10.0	0	-
Additional Fee	3	15.0	4	20.0
Free	7	35.0	1	5.0

*Based on 20 stations which provide K-12 services.

12. Other Materials

In addition to curriculum materials, few stations provide any other printed information related to their educational services. When they do, promotional materials are the most frequently distributed.

Table 12
Other Materials

	Technical Information		Promotional Materials		Survey Evaluation		Prof. In-Serv. Information	
	N	%*	N	%*	N	%*	N	%*
Flyers	1	5.0	10	50.0	4	20.0	3	15.0
Manuals	3	15.0	6	30.0	4	20.0	7	35.0
Newsletters	0	-	7	35.0	2	10.0	3	15.0
Other	0	-	5	25.0	2	10.0	0	-

*Based on 20 stations which provide K-12 services.

13. Coordination with Television

Five of the 20 stations (25%) indicated that they have one or more K-12 educational radio series which they coordinate with television series. Three stations cited music series, one cited a foreign language series, and one reported a civics series.

14. Audience Interaction

Three of the 20 stations (15%) indicated that they broadcast one or more K-12 series which are audience interactive. They included poetry, music, Spanish and theatre arts. At one station, students send in written works which are subsequently read on-air.

15. Involvement of Special Groups

Twelve (60%) of the 20 stations providing K-12 services are involving special audiences in new ways. Minority group programming is provided by 12 (60%) of the 20 stations. The other major groups are women's programming (7 of 20 stations--35%) and education for the handicapped (6 of 20 stations--30%).

Table 15
Involvement of Special Groups

	Special Programming		Special Services		Advisory Committees		Other	
	N	%*	N	%*	N	%*	N	%*
The Handicapped	6	30.0	2	10.0	2	10.0	1	5.0
Minorities	12	60.0	0	-	1	5.0	1	5.0
Women	7	35.0	0	-	0	-	1	5.0
Parents	4	20.0	0	-	1	5.0	1	5.0
Other	1	5.0	0	-	0	-	0	-

*Based on 20 stations which provide K-12 services.

16. Educational Radio Awareness

Most of the stations cited efforts to increase awareness of their educational services, particularly among community groups and educators.

Table 16
Means for Promoting Educational Radio Awareness

	N	%*
School Awareness	17	85.0
Parent Awareness	12	60.0
Community Awareness	17	85.0
Special Group Awareness	8	40.0

*Based on 20 stations which provide K-12 services.

17. Other Educational Radio Services

Five of the 20 stations providing K-12 services (25%) listed other educational services provided to schools. Three stations provided tape duplication service. One station reported offering special education programs and services. The other station cited production of programs developed by children, station tours and workshops in writing and recording for students.

18. Contracting for Services

Of the 20 stations providing K-12 services, 8 stations (40%) provide elementary service under formal agreements, 5 stations (25%) provide services under informal agreements and 7 stations (35%) provide elementary services without agreements.

On the secondary level, 7 of the 20 stations (35%) provide services under formal agreements, 3 stations (15%) have informal agreements and 5 stations (25%) provide secondary school services without agreements.

Table 18
Contracts for Services

	Formal Agreements		Informal Agreements		No Agreements	
	N	%*	N	%*	N	%*
Elementary	8	40.0	5	25.0	7	35.0
Secondary	7	35.0	3	15.0	5	25.0

*Based on 20 stations which provide K-12 services.

19. Potential and Actual School Enrollment

Stations were asked to estimate the total number of school districts, buildings, students and teachers in their listening areas. They also were asked to indicate the number of users, loosely defined as those units covered under contracts or otherwise known to be using the service. Of the 20 stations providing K-12 services, 5 (25%) could not estimate the number of school districts using their services while 8 stations (40%) could not estimate the actual number of students served.

Table 19
School Enrollments

	Public		Non-Public	
Potential K-12 Enrollments	N. Responding*	N. Reported	N. Responding*	N. Reported
# Districts/Dioceses	15	1,442	4	169
# School Buildings	12	6,501	7	1,443
# Students	14	3,257,520	8	642,066
K-12 Users				
# Districts/Dioceses	9	337	2	6
# School Buildings	11	1,015	6	308
# Students	12	830,205	5	81,907
# Teachers	13	37,047	4	4,285

*Maximum response is 20 stations which provide K-12 services.

20. Educational Radio Programming and Scheduling Decisions

All of the 20 stations providing K-12 services involved professional groups in making educational programming decisions. Four of those stations (20%) indicated that scheduling decisions were made entirely by them while 16 stations (80%) involved educators in making scheduling decisions as well.

The most popular methods of involving educators in program decisions was through direct survey of teachers (15 of 20 stations--75%) and the involvement of curriculum committees (13 of 20 stations--65%). These two professional groups led the order of involvement in scheduling as well.

Table 20
Involvement in Programming and Scheduling Decisions

	Programming		Scheduling	
	N	%*	N	%*
Station Only	0	-	4	20.0
Curriculum Content Committee(s)	13	65.0	7	35.0
Survey of Teachers	15	75.0	13	65.0
State DOE	6	30.0	2	10.0
General Advisory Committee	5	25.0	3	15.0
College/University Personnel	4	20.0	0	-
Other	4	20.0	1	5.0

*Based on 20 stations which provide K-12 services.

21. Post secondary Services

Many stations (54 of 63--85.7%) of those which provide any educational services provide post secondary services. However, only 11 stations (55%) providing K-12 services also offer post secondary services.

Table 21
Grade Levels of Educational Radio Services

K-12 Only	Both K-12 & Post secondary	Post secondary Only
9 (14.3%)*	11 (17.5%)*	43 (68.3%)*

*Based on 63 stations providing any educational services.

It must be re-emphasized, however, that due to the limited response rate, this cannot be generalized to all public radio stations. More than half indicated that other agencies were also involved in providing the post secondary services. The other agencies ranged from audio production houses to professional associations, community colleges, civic agencies and local government agencies (such as the Commission on Aging). Although a large number provide post secondary services, only four of the 63 stations (6.4%) employ a full-time person with responsibility for those services. However, an additional 34 stations (54.0%) employ part-time persons.

22. Post secondary Broadcasts and Enrollments

Many stations reported offering formal and informal post secondary courses and some reported in-service courses.

Table 22
Post secondary Broadcasts and Enrollments

	N. Reporting	N. Courses	# Colleges Using	# Others Using	Estimated Enrollment
In-service	5	9	15	0	435
Formal Courses	20	64	132	-	10,706
Informal Courses	41	134	-	-	-

By far, the greatest effort is in broadcasting informal adult educational courses followed by formal courses. The best times cited for broadcasts are early and mid-morning followed by early evening. Most respondents indicated that they are able to schedule those hours of broadcast.

It is interesting to note that five stations are responsible for broadcasting 58 of the 64 formal courses (90%).

23. Other Post secondary Services

As with K-12 services relatively few respondents indicated that they provide additional special services for special post secondary groups.

Table 23
Special Post secondary Educational Services

	Special Programming		Special Services		Educational Advisory Committees		Other	
	N	%*	N	%*	N	%*	N	%*
The Handicapped	16	25.4	5	7.9	2	3.2	2	3.2
The Elderly	21	33.3	0	-	4	6.3	0	-
Minorities	24	38.1	1	1.6	5	7.9	1	1.6
Women	16	25.4	0	-	4	6.3	1	1.6
Un(der)employed	6	9.5	0	-	1	1.6	0	-
Parents	11	17.5	0	-	1	1.6	0	-
Other	1	1.6	0	-	0	-	0	-

*Based on N of 63 stations.

Those who did indicate such services most frequently cited programming for minorities, the elderly, the handicapped and women. Other post secondary services which were cited in response to an open-ended question included audio enrichment for a televised course, subchannel programming for the blind and handicapped, continuing education programs for professionals.

24. Coordination with Television Series

Five of the 63 stations (7.9%) indicated that post secondary courses are coordinated with television series.

25. Post secondary Audience Interaction

Twelve of 63 stations (19%) indicated that their post secondary series are audience interactive. This compares to only three of the stations responding to a similar question concerning K-12 programs.

Several respondents indicated that selected post secondary offerings had call-in segments (e.g., courses in marriage counselling, pharmacology, medicine, physical therapy, ecology). Others interpreted

"audience interaction" to include participation through exams, term papers or instructor contact by phone during regular office hours.

26. Future Educational Services

Respondents from 145 stations (78%) indicated that public radio stations would welcome more educational programming services on a national level. In addition, 89% (129 of 145 stations) indicated that they would seriously consider using programming which might be provided by a national source. The respondents showed a great interest in receiving formal and informal secondary post secondary courses.

The stations projected mainchannel distribution for those courses and SCA and tape-cassette distribution equally for all post secondary programming. K-12 programming consistently received less attention than post secondary programming.

Interestingly, National Public Radio offered 21 new educational series in 1976, all K-12 programming.

Each of those series was produced by public radio stations and offered for national distribution by NPR. As of 1976, NPR did not produce any educational radio programming of its own.

Table 26
Future Educational Program Distribution

	Mainchannel		Subchannel		Tape/Cassette	
	N	%*	N	%*	N	%*
K-6	30	20.7	26	17.9	22	15.2
7-9	18	12.4	27	18.6	23	15.9
10-12	14	9.7	28	19.3	21	14.5
Formal P.S.	66	45.5	39	26.9	30	20.7
Informal P.S.	112	77.2	33	22.8	31	21.4
In-service	22	15.2	46	31.7	34	23.5

*Based on N of 145.

Note: Respondents were allowed to check any or all of the possible grade level and distribution combinations.

IV. DISCUSSION OF FINDINGS

Usable responses were received from 145 (78.4%) of the public radio stations in existence at the time this study was conducted in Winter, 1976-77. That level of response prevents generalization of the findings to all of the 185 stations. However, an examination of other data gathered through the CPB Annual Financial Survey, conducted at the same time, indicates that few if any other stations were providing K-12 educational services at that time. The number of stations providing post secondary services at that time is unclear.

A. K-12 Services

Twenty stations (13.8%) were providing K-12 educational services. Since most other K-12 services depend on the provision of K-12 educational programming, those 20 stations became the base for most other analyses of K-12 services.

Four of those 20 stations (20%) have full-time instructional persons on their payrolls. Thirteen stations (65%) provide utilization services. Four stations (20%) provide technical maintenance services and 12 (60%) provide technical consultation services. Because those 20 stations which provide K-12 services represent only 10.8% of the total number of public radio stations, it can be said that K-12 educational services are not among the priorities of the

majority of the public radio stations in this country. This contention is supported by responses to the question about future national programming preferences. Elementary and secondary programming received only half as much interest as post secondary programming.

All stations which offer K-12 services rely exclusively on their main broadcast frequency for program distribution. Most provide printed curriculum materials for teachers and about one-fourth attempt to coordinate one or more of their radio series with television series.

The picture of educational radio services when they are provided by a public radio station closely parallels the type of educational service provided by public television stations. Educational series and courses are broadcast. Some are produced locally. Curriculum materials are made available. The educational services are provided under formal or informal agreements (less so with radio than with television) and representatives from educational constituencies are involved in programming and scheduling decisions.

B. Post secondary Services

Whereas only 14% of all public radio stations provide K-12 educational services, 86% provide post secondary educational services. The greatest emphasis is on informal adult education (65% of all public radio's educational services). Informal courses are followed in degree of service by formal courses (31.7%) with least post secondary emphasis on in-service courses (7.9%).

Few stations were able to list the numbers of colleges and other agencies using courses or the total enrollment of students in their courses.

About one-fourth to one-third of the stations systematically attempt to provide special services for special interest groups such as the handicapped, minorities and the elderly.

Educational radio stations display great interest in the development of a national program resource for educational radio. Nine of ten stations (89%) would like to have such a resource and would seriously consider ways to use it effectively. Post secondary courses and mainchannel distribution were projected as major vehicles although subchannel and tape-cassette distribution was mentioned for all types of post secondary offerings by about one-

fourth of the respondents.

Public radio's commitment to post secondary education may indicate growth of services to formal and informal education and to special groups in the meantime. This is an area which should be followed carefully in future studies.

V. RECOMMENDATIONS

The experience gained in conducting this first study of educational radio services provided by public broadcasters has shown that such a study is feasible and can yield useful information. Baseline data now exist to describe the current status of educational radio services.

It is recommended that the study be repeated in the Fall of 1978 as part of the regular CPB Annual Financial Survey. Minor modifications to the survey instrument and data handling procedures will improve the data while maintaining the consistency necessary to describe changes in the industry. Those modifications will be specified in the CPB technical project report for this project.

This initial study of public radio's involvement in educational activities also raises a number of issues which deserve further

exploration in subsequent station surveys:

*To determine the reasons why a majority of public radio stations are not involved in educational activities.

*To determine the reasons why many stations which are involved in educational activities are heavily engaged in post secondary programming but are not involved in K-12 programming.

*To examine the extent to which National Public Radio's educational programming increases or decreases, and to determine whether NPR's educational programming closely matches the educational services provided by local stations.

*To determine the impact of public radio's educational activities as well as their statistical growth or decline.

It is also recommended that public radio stations providing educational services join NPR, CPB or other organizations to determine ways in which accurate information can be developed about the number of teachers, students, school buildings, school districts and institutions of higher education served.

Because educational radio is most effective as a partnership between broadcasters and educators, it is further recommended that the next biennial radio study provide an opportunity for users of educational radio to assess their needs and ways in which radio can be of greater service to education.

This study should be shared with station management, educational administrators, education department personnel and others interested in public radio's services to education. Their input for the design of further studies should be sought systematically.

Appendix A

Survey Instrument

CORPORATION FOR PUBLIC BROADCASTING

BIENNIAL INSTRUCTIONAL RADIO SURVEY

ACADEMIC YEAR JULY 1, 1975 TO JUNE 30, 1976

OFFICE OF EDUCATIONAL ACTIVITIES
OCTOBER 1976

CORPORATION FOR PUBLIC BROADCASTING
Biennial Instructional Radio Survey

Academic Year July 1, 1975 to June 30, 1976

Notes For Completing This Survey:

1. This survey covers the period from July 1, 1975 to June 30, 1976.

2. The purpose of this survey is to gather systematically for the first time a wide range of information on the educational services provided by public radio stations and their affiliated agencies. This biennial survey will not be repeated until September, 1978. Since the information is so broad in scope, it is likely that more than one person will be involved in providing the information for each station. For instance, within the station, information might be provided by the program manager and fiscal officer in addition to the Instructional Radio Director. Outside of the licensee, State Education Department or local school officials might be involved.

3. The survey is comprised of two parts. SECTION I deals with information on services provided to elementary and secondary schools (K-12). SECTION II deals with post-secondary services including in-service education and informal adult education. This represents an attempt to document and track contributions by our profession to postsecondary education.

4. Some of the information is already provided on the first page. Please check those items for accuracy and make corrections if necessary.

5. In reference to postsecondary programs, the term "formal postsecondary courses" refers to those series which: are aimed at specific instructional objectives, are usually used in organized learning environments, provide credit to and/or receive feedback from the listener, and are frequently accompanied by learning materials. The term "informal adult educational courses" refers to those series which are: aimed at general learning objectives, usually used in the home and require no (or limited) feedback from the listener, yet are instructional in nature (e.g., "how-to" programs such as gardening, yoga, antiques). Some series can fall between categories or can be assigned to one category or another depending on the use which is made of them. For example, Options in Education was intended for general use (i.e., informal adult education course). However, because of the development and availability of ancillary materials and college credit, it will be considered by some licensees as a formal postsecondary course. For example, an Ohio college is requiring students to listen to Options in Education as a supplement to a classroom course. In that case, it would be considered as a formal postsecondary course. NOTE: In the event that a series is being used in both formal and informal settings, enter it at the higher level (i.e., formal). Do not report entries twice.

6. If you have any questions concerning definitions or if you need clarification of questions asked, please call Mary Sceiford, Assistant Director, Office of Educational Activities, Corporation for Public Broadcasting, (202) 293-6160.

Thank you for your continued cooperation.

CORPORATION FOR PUBLIC BROADCASTING
BIENNIAL INSTRUCTIONAL RADIO SURVEY
ACADEMIC YEAR ENDING JUNE, 1976

SECTION I: INSTRUCTIONAL SERVICES, K-12

(PLEASE MAKE ANY NECESSARY CORRECTIONS DIRECTLY ON THIS PAGE)

LICENSEE:

CODE: REGION:

SIZE: TYPE:

A. DO YOU NOW PROVIDE K-12 INSTRUCTIONAL SERVICES (INCLUDING K-12 PROGRAMMING)? NO YES

IF NO, PROCEED TO PAGE 10. IF YES, CONTINUE WITH QUESTION B.

B. IF AGENCIES OTHER THAN YOUR RADIO STATION (E.G. BROADCAST COUNCILS OR FOUNDATIONS, STATE DEPARTMENT OF EDUCATION) ARE DIRECTLY INVOLVED IN PROVIDING K-12 SERVICES (E.G. UTILIZATION SERVICES, INSTRUCTIONAL SPECIALISTS, CURRICULUM MATERIALS), DESCRIBE THE RELATIONSHIP BETWEEN THE STATION AND THOSE AGENCIES (E.G. SCHEDULE DETERMINED AND UTILIZATION SERVICES PROVIDED BY STATE EDUCATION DEPARTMENT, FISCAL MATTERS HANDLED BY BROADCAST COUNCILS). USE ADDITIONAL SHEETS IF NECESSARY.

C. INSTRUCTIONAL PERSONNEL

1. PERSON(S) IN CHARGE OF INSTRUCTIONAL SERVICES, K-12

NAME:

TITLE:

ADDRESS:

2. IS THIS A FULL-TIME RESPONSIBILITY? NO YES

IF NO, INDICATE APPROXIMATE PERCENTAGE OF TIME SPENT IN THIS CAPACITY?

3. List the number of other instructional personnel by titles (including clerical). Be sure to list those employed by the licensee and those employed by any agency listed in Part A. Signify those employed by an agency by placing an asterisk (*) at the end of the title or area of responsibility.

Number	Title or Area of Responsibility
(e.g.:3	Utilization Specialists *)
_____	_____
_____	_____
_____	_____
_____	_____

4. Describe the role(s) played by non-paid personnel in providing K-12 instructional services by filling in the number of persons in the appropriate spaces.

Function	Community Volunteers	College Students Trainees	Other (Specify)
Administration	_____	_____	_____
Research	_____	_____	_____
Utilization	_____	_____	_____
Promotion	_____	_____	_____
Clerical Support	_____	_____	_____
Production	_____	_____	_____
Other (Specify):			
_____	_____	_____	_____

D. Production of K-12 Instructional Programs

If your station has produced instructional programs during this academic year (July 1, 1975 thru June 30, 1976), please complete the following:

Names of Series/Programs	No. of Programs	Length of Programs	Comments on Distribution Availability[1]	Co-op[2]	Subject Matter Area	Grade Level

1) Not Available, Available, From Whom
2) Check here if produced cooperatively with another licensee (including consortium productions) and indicate below who cooperating agencies are:

_____

E. Broadcast of K-12 Instructional Programs

1. Circle the lower and upper grade limits of your instructional broadcasts.

Lower Upper

K - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12

2. Indicate the number of program hours you broadcast or otherwise disseminated (average week) at each of the following levels and in each of the ways shown:

	Elementary	Secondary
a. Main channel		
b. Sub-channel		
c. Tape/Cassette		
d. Cable		
e. Other (Specify):		
_____		

If another related agency controls the service (e.g., in tape/cassette distribution), circle the number and list the agency here:

_____

F. Other K-12 Instructional Services

1. Are curriculum materials available for your instructional series?

No ____ Yes ____

If yes, fill in the number of series in the appropriate spaces:

	Source of Materials	
	Directly from Licensee	From Other Agency (Specify)
Users of Materials		
a. Students		
b. Teachers		
Type of Materials		
a. Print		
b. Non-print		
c. Combined		
Cost of Materials		
a. Part of Regular Service Fee		
b. Additional User Charge		
c. Free to Licensee and User		

2. Check the types of other printed information which you provide.

	Content			
Type	Technical Information	Promotional Material	Surveys Evaluations	Professional In-Service Information
a. Flyers				
b. Manuals				
c. Newsletters (How often?)				
d. Other (Specify):				

3. Do you rent subchannel converters to schools or individual listeners?

No ____ Yes ____ If yes, list the fee per year _____

4. Are any of your K-12 instructional series coordinated with TV series?

No ____ Yes ____ If yes, list the series:

_____

_____

_____

5. Are any of your K-12 instructional series audience interactive (e.g., call in)?

No ____ Yes ____ If yes, list the series:

_____

_____

_____

6. Are utilization services available? No ____ Yes ____

If yes, indicate:

a. Directly from your station? No ____ Yes ____
From another educational agency/bureau (Specify _____) No ____ Yes ____

b. Number of persons (full-time and/or percentage of time spent) providing utilization services _____. Is an additional fee charged? No ____ Yes ____

c. List types of services (e.g., workshops, conferences, broadcast utilization programs):

_____

_____

_____

7. Is technical <u>maintenance</u> of school equipment available directly from your station? No ____ Yes ____

If yes, indicate the number of persons (full-time and/or percentage of time spent) providing maintenance _____. Is an additional fee charged?

No ____ Yes ____

8. Is technical consultation for the schools available directly from your station?

No ____ Yes ____

If yes, indicate the number of persons (full-time and/or percentage of time spent) providing consultation _____. Is an additional fee charged?

No ____ Yes ____

9. Indicate the constituencies which you consult in K-12 instructional programming decisions:

a. ____ Licensee Personnel Only

b. ____ Curriculum Content Committee(s)

c. ____ Survey of Teachers

d. ____ State Department of Education Personnel

e. ____ General Educational Advisory Committee (other than Curriculum committee)

f. ____ College/University Personnel

g. ____ Other (Specify _____)

10. Indicate the constituencies which you consult in K-12 instructional scheduling decisions:

a. ____ Licensee Personnel Only

b. ____ Curriculum Content Committee(s)

c. ____ Survey of Teachers

d. ____ State Department of Education Personnel

e. ____ General Educational Advisory Committee (other than Curriculum Committee)

f. ____ College/University Personnel

g. ____ Other (Specify _____)

11. Indicate by checking the appropriate space(s) the way(s) in which you involve special groups in K-12 instructional services:

	Special Programming	Special Services (Specify)	Advisory Committees	Other (Specify)
The Handicapped	_____	_____	_____	_____
Minority Groups	_____	_____	_____	_____
Women	_____	_____	_____	_____
Parent Groups	_____	_____	_____	_____
Other (Specify):				
_____	_____	_____	_____	_____

12. List the other K-12 instructional services which your agency provided to the schools (if any):

_____

_____

_____

13. Indicate the ways in which you make the following groups aware of your services (use additional sheets if necessary):

a. Schools _____

_____

b. Parents _____

_____

c. General Community _____

_____

d. Special Groups (see question 11) _____

_____

G. Formal/Informal Agreements

Many licensees provide some of their instructional services under "contracts" or "agreements" with their constituencies. In some cases, those "agreements" are implied and/or mandated by legislation or administrative housing of the licensee (e.g., in State Department of Education). In other cases, services are provided on an "informal" basis or under verbal agreements. Indicate which applies to you by checking the appropriate space(s).

	Types of Agreement		
Types of Programs	Formal (incl. contract, legislation, etc.)	Informal (incl. verbal agreement)	No Agreements (Solely Station Decision)
Elementary	_____	_____	_____
Secondary	_____	_____	_____

H. School Audience

Please complete the two charts which follow. Count each teacher and student only once, even if some view more than one program. Do not report cumulative figures. If you are in an "overlapping" broadcast area with other licensees, list the overlapping stations:

_____

1. Potential K-12 Audience

	Public Schools	Private/ Parochial Schools
# Districts, Dioceses or other groupings	_____	_____
# School Buildings	_____	_____
# Students	_____	_____

2. Estimate of K-12 instructional users in 1975-1976

# Districts, Dioceses or other groupings	_____	_____
# School Buildings	_____	_____
# Students	_____	_____
# Teachers	_____	_____

Indicate the person(s) involved in completing Section I of this form:

Names	Title	From Station or Other Agency

SECTION II: POST SECONDARY SERVICES

(PLEASE MAKE ANY NECESSARY CORRECTIONS DIRECTLY ON THIS PAGE)

LICENSEE:

CODE: REGION:

SIZE: TYPE:

A. DO YOU NOW PROVIDE POST SECONDARY (SEE COVER SHEET FOR DEFINITION) PROGRAMMING AND/OR OTHER POST SECONDARY INSTRUCTIONAL SERVICES?
NO YES

IF NO PROCEED TO PAGE 14.

B. IF AGENCIES OTHER THAN YOUR RADIO STATION AND OTHER AGENCIES LISTED ON PAGE 1 ARE INVOLVED IN PROVIDING POST SECONDARY SERVICES DESCRIBE THE RELATIONSHIP BETWEEN YOU AND THOSE AGENCIES. (E.G. SCHEDULE DETERMINED AND UTILIZATION SERVICES PROVIDED BY STATE EDUCATION DEPARTMENT, FISCAL MATTERS HANDLED BY BROADCAST COUNCILS). USE ADDITIONAL SHEETS IF NECESSARY.

C. POST SECONDARY PERSONNEL

1. PERSON(S) IN CHARGE OF POST SECONDARY SERVICES:

NAME:

TITLE:

ADDRESS:

2. IS THIS A FULL-TIME RESPONSIBILITY? NO YES

IF NO, INDICATE APPROXIMATE PERCENTAGE OF TIME SPENT IN THIS CAPACITY:

3. LIST NUMBER OF OTHER POST SECONDARY PERSONNEL:
NUMBER % FULL-TIME EQUIVALENT

D. **Postsecondary Services**

1. Did you broadcast in-service education courses in 1975-76? No ____ Yes ____

   If yes, please complete the following:

Title of Course	# Colleges Offering For Credit	# Districts Using For In-Service	Estimated Enrollment

2. Do you now broadcast formal postsecondary educational courses excluding in-service courses (see cover sheet for definition)? No _____ Yes _____

   If yes, please complete the following:

Title of Course	# Colleges Using	Estimated Enrollment

3. What are (or would be) the best hour(s) for broadcasting formal postsecondary education courses? _____

4. Is your response based on past experience? No _____ Yes _____

5. Are you (would you be) able to arrange those hours at your station? No _____ Yes _____

6. If no, why not? _____

_____

7. Do you now broadcast informal adult education courses (see cover sheet for definition)? No _____ Yes _____

If yes, please complete the following:

Title of Series	Not Being Used by Educational Agencies (If checked here, skip next two columns)	Number of Agencies Using	Estimated Number of Viewers

8. What are (or would be) the best hour(s) for broadcasting informal adult education courses? _____

9. Are you (would you be) able to arrange those hours at your station?
No _____ Yes _____

10. If no, why not? _____

_____

11. Indicate by checking the appropriate line(s) whether you provide special postsecondary instructional services (including programming) for or about special groups:

	Special Programming	Special Services	Advisory Committees	Other (Specify)
The Handicapped				
The Elderly				
Minority Groups				
Women				
The Un(der)employed				
Parent Groups				
Other (Specify):				

12. List the other postsecondary instructional services which your station provides (if any):

_____

_____

13. Are any of your postsecondary series coordinated with TV series?
No _____ Yes _____

If yes, list the series:

_____

_____

_____

14. Are any of your postsecondary instructional series audience interactive (e.g., call in)? No _____ Yes _____

If yes, list the series:

_____

_____

_____

Indicate the person(s) involved in completing Section II of this form:

Names	Title	From Station or Other Agency
_____	_____	_____
_____	_____	_____
_____	_____	_____

SECTION III: FUTURE RECOMMENDATIONS

1. If within the next two years a national program resource were developed for instructional radio, would you seriously consider ways of effectively using the programs? No _____ Yes _____

   If no, why not? _____

   _____

   _____

2. If an instructional program resource were available, which program level would you be most inclined to use and how? (Check appropriate lines and refer to instruction sheet for definitions of postsecondary program levels).

	Distribution			
Program Levels	Main Channel	Sub-channel	Tape/Cassette	Other (Specify)
K - 6	_____	_____	_____	_____
7 - 9	_____	_____	_____	_____
10 - 12	_____	_____	_____	_____
Formal Postsecondary	_____	_____	_____	_____
Informal Adult Education	_____	_____	_____	_____
In-Service	_____	_____	_____	_____

Appendix B

Summary of Reported Public Radio Educational Activities by State and Licensee

Alabama
WLRH-FM, Huntsville--P.S. Informal Courses

Arizona
KMCR-FM, Phoenix--P.S. Formal Courses
KUAT-AM, Tucson--P.S. Informal Courses
KUAT-FM, Tucson--P.S. Informal Courses

Arkansas
KASU-FM, State University--P.S. Informal Courses

California
KLON-FM, Long Beach--K-12, P.S. Informal Courses
KPCS-FM, Pasadena--P.S. Formal Courses, P.S. Informal Courses
KCRW-FM, Santa Monica--P.S. Informal Courses

Colorado
KCFR-FM, Denver--P.S. Informal Courses

District of Columbia
WAMU-FM--P.S. Formal Courses, P.S. Informal Courses
WETA-FM--P.S. Informal Courses

Florida
WLRN-FM, Miami--K-12, P.S. Formal Courses, P.S. Informal Courses
WFSU-FM, Tallahassee--P.S. Formal Courses, P.S. Informal Courses

Georgia
WABE-FM, Atlanta--K-12, P.S. Informal Courses

Illinois
WBEZ-FM, Chicago--K-12, P.S. Formal Courses
WSSR-FM, Springfield--K-12, P.S. Formal Courses, P.S. Informal Courses
WSIE-FM, Edwardsville--P.S. Formal Courses, P.S. Informal Courses
WCBU-FM, Peoria--P.S. Formal Courses, P.S. Informal Courses
WSIU-FM, Carbondale--P.S. Informal Courses

Indiana
WIAN-FM, Indianapolis--K-12, P.S. Informal Courses

Iowa
WSUI-FM, Iowa City--P.S. Informal Courses

P.S. = Post secondary

Kansas

KMUW-FM, Wichita--P.S. Formal Courses, P.S. Informal Courses
KSAC-AM, Manhattan--P.S. Informal Courses

Maryland

WBJX-FM, Baltimore--P.S. Informal Courses, In-service Courses

Massachusetts

WGBH-FM, Boston--P.S. Formal Courses, P.S. Informal Courses

Michigan

WFBE-FM, Flint--K-12
WGGL-FM, Houghton--K-12
WMUK-FM, Kalamazoo--P.S. Formal Courses, P.S. Informal Courses
WCMU-FM, Mt. Pleasant--P.S. Formal Courses, P.S. Informal Courses
WKAR-AM, East Lansing--P.S. Informal Courses
WKAR-FM, East Lansing--P.S. Informal Courses
WAUS-FM, Berrien Springs--P.S. Informal Courses

Minnesota

KUOM-AM, Minneapolis--K-12, P.S. Formal Courses, P.S. Informal Courses, In-service Courses

Missouri

KCMW-FM, Warrensburg--K-12, P.S. Formal Courses, P.S. informal Courses, In-service Courses

Nebraska

KIOS-FM, Omaha--K-12, In-service

New York

WRVO-FM, Oswego--K-12

North Carolina

WFDD-FM, Winston-Salem--K-12

Ohio

WCBE-FM, Columbus--K-12
WGUC-FM, Cincinnati--P.S. Formal Courses, P.S. Informal Courses
WOSU-FM, Columbus--P.S. Formal Courses, P.S. Informal Courses, In-service Courses
WCSU-FM, Wilberforce--P.S. Informal Courses
WOUB-AM, Athens--P.S. Informal Courses
WOUB-FM, Athens--P.S. Informal Courses

Tennessee
WMOT-FM, Murfreesboro--P.S. Informal Courses

Utah
KBYU-FM, Provo--K-12, P.S. Informal Courses

Virginia
WTGM-FM, Norfolk--P.S. Formal Courses, P.S. Informal Courses
WVWR-FM, Roanoke--P.S. Formal Courses

Washington
KWSU-FM, Pullman--P.S. Informal Courses

West Virginia
WVPB-FM, Beckley--P.S. Informal Courses

Wisconsin
WERN-FM, Madison--K-12, P.S. Formal Courses, P.S. Informal Courses